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ABSTRACT

The revision of the United States Employment Service (USES) Interest Check List (ICL) is described. The ICL was designed as an aid to Employment Service counselors by helping counselees to become more aware of the variety of occupational fields that exist and to identify their occupational interests as a basis for occupational exploration. The development of the 1979 edition of the ICL was oriented to the "Guide for Occupational Exploration" (GOE) which contains an occupational structure consisting of 12 interest areas, 66 work groups, and 348 subgroups. Work on the revision of the ICL and the development of the GOE was carried out simultaneously. Item construction and changes in format and graphics are described. The occupational structure of interest areas, work groups, and subgroups in the GOE; and the ICL with instructions for administering and using the ICL are included in the appendices. (Author/PN)

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USES TEST RESEARCH REPORT NO. 36

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DEVELOPMENT OF 1979 REVISION OF THE INTEREST CHECK LIST

DIVISION OF TESTING
EMPLOYMENT AND TRAINING ADMINISTRATION
U. S. DEPARTMENT OF LABOR
WASHINGTON, D. C. 20213

March, 1982

PREFACE

The United States Employment Service Interest Check List was developed by the California Employment Development Department, Test Research Field Center, Los Angeles, California. This is one project in the Federal-State cooperative test research progrm led by the United States Employment Service(USES). Other testing tools produced through this continuing program include the General Aptitude Test Battery, the Nonreading Aptitude Test Battery, Specific Aptitude Test Batteries, Clerical Skills Tests, and Basic Occupational Literacy Test, the U. S. Interest Inventory, and Pretesting Orientation Techniques.

Although designed primarily to meet the needs of employment service interviewers and counselors for assessment of applicants, USES tests are also useful to counselors in high schools, employment and training organizations, rehabilitation agencies, etc. Because of the many requests for tests, State employment services have developed procedures for making available USES tests to other agencies, when warranted, for operational use or for research. As an alternative, cooperative arrangements are sometimes made whereby an agency's cleints may be referred to an employment service local office for testing. Organizations interested in exploring these possibilities should contact the local office of their State employme.it service.

The USES Interest Check List is one component of an important new Counselee Assessment/Occupational Exploration System developed by the USES. Further information about this system can be obtained by contacting State employment service personnel or by writing to:

Division of Testing
U. S. Employment Service
Employment and Training Administration
U. S. Department of Labor
601 D Street, N. W.
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Washington, D. C. 20213

DEVELOPMENT OF 1979 REVISION OF THE INTEREST CHECK LIST

This report describes research undertaken by the California Employment Development Department, Test Research Field Center, Los Angeles, California for the purpose of revising the USES Interest Check List.

BACKGROUND:

For more than 25 years the U. S. Department of Labor has provided the State Employment Service with an Interest Check List. The Interest Check List was designed as an aid to Employment Service counseling by helping counselees to become more aware of the variety of occupational fields that exist and to identify their occupational interest as a basis for occupational exploration. The 1967 edition of the Check List contained 173 work related activity statements which were keyed to the Worker Traits Group and Occupational Group Arrangement of Volume II of the third edition of the Dictionary of Occupational Titles. Despite the wealth of information contained in it, Volume II was not used to any great extent, because it was difficult to use. Research was continued to find a more adaptable aid for counseling and this research led to development of the Guide for Occupational Exploration which contained an occupational structure consiting of 12 Interest Areas, 66 Work Groups and 348 Subgroups (see Appendix A). The development of the 1979 edition of the Interest Check List was oriented to this structure. Work on the revision of the Interest Check List and the development of the Guide for Occupational Exploration was carried out simultaneously with the anticipation that both would be released for use in the field at about the same time.

ITEM CONSTRUCTION:

The Interest Areas contain from two to twelve Work Groups each. Initially, it was intended that each of the 66 Work Groups would be represented in the Check List by three items (work activity statements). However, the large range of occupations within four of the Work Groups could not be adequately represented by only three items. Thus, it was decided that Work Groups 05.03; 05.05; 06.02; and 06.04 should be represented by six items each, resulting in a total of 210 items as opposed to 173 for the 1967 version of the Interest Check List.

The actual item construction proceeded in the following manner for each of the 66 Work Groups:

1. For those Work Groups containing more than three Subgroups, three (six for the four Work Groups previously mentioned) were identified for representation in the Check List. (In cases where three or fewer Subgroups existed, all Subgroups were selected.) The choice of which Subgroups to include was based upon a number of factors, such as the similarity between Subgroups; how representative the Subgroup was of jobs nationwide; and how representative the Subgroup was of the entire Work Group.

2. After the Subgroups were chosen, the items in the experimental edition of the USES Interest Inventory were reviewed for possible inclusion without modification. If the Inventory item was a good match with one of the occupations within the chosen Subgroup, it was used unaltered. If the item was from an occupation in another Subgroup which was considered to be just or nearly as appropriate as the originally chosen Subgroup, the item was also used unaltered.

3. To construct new items for coverage of the remaining Subgroups, an occupation was selected within a Subgroup which would be a good, representative example of the entire Subgroup. (A good example was considered one which was a relatively common occupation, which most counselees could recognize, and which had no strong negative connotation or highly prestigious connotation--for example, garbage collector or movie star.) The fourth edition of the Dictionary of Occupational Titles was used to obtain descriptions of the selected occupations. In many cases the lead statement of the DOT definitions was used for the Interest Check List item with only minor changes. Where the lead statement appeared to be too long and/or too complex in wording, modifications were made to shorten the statement by omitting less important duties or replace too complex or technical terms with their more common equivalents. In a few cases items were taken from one or more of the most representative task element statements in the DOT definition. In all cases the use of uncommon, technical or esoteric words was kept to an absolute minimum. Also it was initially agreed that as many as possible of the items would represent "work activities" (i.e., actual statements of job duties, rather than description of job titles or description on non-working equivalents of job duties--e.g., "be a doctor" or "build a kitchen cabinet for your house").

4. After all items had been constructed, the review and refinement process took place. The refinement process utilized input and suggestions from many test research personnel in an attempt to make each item as understandable to the counselee as possible and as predictive as possible of the counselee's true vocational interests. Factors considered in this process were: a) use of commonly understood words and phrases; b) eliminating, as much as possible, any socially undesirable or overly prestigious connotations of the items, such that the activity itself, rather than social "status" associated with the activity, was described; c) exclusion of activities associated with occupations which exist primarily in only few locations of the country (e.g., the movie industry in Hollywood); d) exclusion, where possible, of activities associated with predominantly male or female occupations; e) use of only activity statements, where possible, which depict a single occupation rather than two or more occupations which may appear closely related, but may actually eleicit different responses from the same person; f) verification of the specific occupation from which the item was derived, in terms of appropriate major duties depected and exclusion of duties which may be confounded with other, related occupations.

FORMAT AND GRAPHICS:

It seemed appropriate, where possible, to use the same format as was used in the earlier editions of the Interest Check List. Some changes were necessary, however, to make the Check List compatible with the Guide for Occupational Exploration and the intended interpretation and usage strategies.

The items are presented in sets corresponding to Work Groups in order of Work Group codes. These Work Group codes, ranging from 01.01 to 12.02, have been printed vertically along the left margin of each set of Work Group items. This arrangement was designed to make the Work Group coding minimally distractive to the counselee during completion of the items, but conveniently available to counselor and counselee for interpretation of results. Each set of Work Group items is separated by a double spacing to make it easier for reviewing responses.

By simplifying the item statements it was possible to use the same size, single fold format of the 1967 version of the Interest Check List even though 37 work activity statements had been added, increasing the total number from 173 to 210 items.

The cover page artwork consists of stylized graphic representative of the 12 interest areas which provided the basic structure for occupational exploration.

The introduction and instructions for administration required only slight modification of the 1967 version. The only substantive changes are the instructions to (a) double check "at least five" rather than "at least three" activities and (b) check the "?" only when you cannot decide whether you would like or dislike the activity---".

THE FINAL MATERIALS:

The following items are required for the administration and interpretation of the Interest Check List, and are on public sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

-- USES Interest Check List, 1979 Edition, Stock No. 029-013-00093-4

-- Instruction for Administering and Using the USES Interest Check List, Stock No. 029-013-00092-6

A Copy of the above items is contained in Appendix B.

APPENDIX A

The Occupational Structure of Interest Areas, Work Groups and Subgroups in the Guide for Occupational Exploration

06.04-16 Equipment Operation, Textile, Fabric, and Leather Processing
06.04-17 Equipment Operation, Clay Processing
06.04-18 Equipment Operation, Wood Processing
06.04-19 Equipment Operation, Assorted Materials Processing
06.04-20 Machine Assembling
06.04-21 Machine Work, Brushing, Spraying, and Coating
06.04-22 Manual Work, Assembly Large Parts
06.04-23 Manual Work, Assembly Small Parts
06.04-24 Manual Work, Metal and Plastics
06.04-25 Manual Work, Wood
06.04-26 Manual Work, Paper
06.04-27 Manual Work, Textile, Fabric, and Leather
06.04-28 Manual Work, Food Processing
06.04-29 Manual Work, Rubber
06.04-30 Manual Work, Stone, Glass, and Clay
06.04-31 Manual Work, Welding, and Flame Cutting
06.04-32 Manual Work, Casting and Molding
06.04-33 Manual Work, Brushing, Spraying, and Coating
06.04-34 Manual Work, Assorted Materials
06.04-35 Laundering, Dry Cleaning
06.04-36 Filling
06.04-37 Manual Work, Stamping, Marking, Labeling, and Ticketing
06.04-38 Wrapping and Packing
06.04-39 Cleaning
06.04-40 Loading, Moving, Hoisting, and Conveying

07 Business Detail

07.01 Administrative Detail
07.01-01 Interviewing
07.01-02 Administration
07.01-03 Secretarial Work
07.01-04 Financial Work
07.01-05 Certifying
07.01-06 Investigating
07.01-07 Test Administration

07.02 Mathematical Detail
07.02-01 Bookkeeping and Auditing
07.02-02 Accounting
07.02-03 Statistical Reporting and Analysis
07.02-04 Billing and Rate Computation
07.02-05 Payroll and Timekeeping

07.03 Financial Detail
07.03-01 Paying and Receiving

07.04 Oral Communications
07.04-01 Interviewing
07.04-02 Order, Complaint, and Claims Handling
07.04-03 Registration
07.04-04 Reception and Information Giving
07.04-05 Information Transmitting and Receiving
07.04-06 Switchboard Services

07.05 Records Processing
07.05-01 Coordinating and Scheduling
07.05-02 Record Verification and Proofing
07.05-03 Record Preparation and Maintenance
07.05-04 Routing and Distribution

07.06 Clerical Machine Operation
07.06-01 Computer Operation
07.06-02 Keyboard Machine Operation

07.07 Clerical Handling
07.07-01 Filing
07.07-02 Sorting and Distribution
07.07-03 General Clerical Work

08 Selling

08.01 Sales Technology
08.01-01 Technical Sales
08.01-02 Intangible Sales
08.01-03 General Clerical Work

08.02 General Sales
08.02-01 Wholesale
08.02-02 Retail
08.02-03 Wholesale and Retail
08.02-04 Real Estate
08.02-05 Demonstration and Sales
08.02-06 Services
08.02-07 Driving-Selling
08.02-08 Soliciting-Selling

08.03 Vending
08.03-01 Peddling and Hawking
08.03-02 Promoting

09 Accommodating

09.01 Hospitality Services
09.01-01 Social and Recreational Activities
09.01-02 Guide Services
09.01-03 Food Services
09.01-04 Safety and Comfort Services

09.02 Barber and Beauty Services
09.02-01 Cosmetology
09.02-02 Barbering

09.03 Passenger Services
09.03-01 Group Transportation
09.03-02 Individual Transportation
09.03-03 Instruction and Supervision

09.04 Customer Services
09.04-01 Food Services
09.04-02 Sales Services

09.05 Attendant Services
09.05-01 Physical Conditioning
09.05-02 Food Services
09.05-03 Portering and Baggage Services
09.05-04 Doorkeeping Services
09.05-05 Card and Game Room Services
09.05-06 Individualized Services
09.05-07 General Wardrobe Services
09.05-08 Ticket Taking, Ushering

10 Humanitarian

10.01 Social Services
10.01-01 Religious
10.01-02 Counseling and Social Work

10.02 Nursing, Therapy and Specialized Teaching Services
10.02-01 Nursing
10.02-02 Therapy and Rehabilitation
10.02-03 Specialized Teaching

10.03 Child and Adult Care
10.03-01 Data Collection
10.03-02 Patient Care
10.03-03 Care of Others

11 Leading-Influencing

11.01 Mathematics and Statistics
11.01-01 Data Processing Design
11.01-02 Data Analysis

11.02 Educational and Library Services
11.02-01 Teaching and Instructing, General
11.02-02 Vocational and Industrial Teaching
11.02-03 Teaching, Home Economics, Agriculture, and Related
11.02-04 Library Services

11.03 Social Research
11.03-01 Psychological
11.03-02 Sociological
11.03-03 Historical
11.03-04 Occupational
11.03-05 Economic

11.04 Law
11.04-01 Justice Administration
11.04-02 Legal Practice
11.04-03 Abstracting, Document Preparation

11.05 Business Administration
11.05-01 Management Services: Non-Government
11.05-02 Administrative Specialization
11.05-03 Management Services: Government
11.05-04 Sales and Purchasing Management

11.06 Finance
11.06-01 Accounting and Auditing
11.06-02 Records Systems Analysis
11.06-03 Risk and Profit Analysis
11.06-04 Brokering
11.06-05 Budget and Financial Control

11.07 Services Administration
11.07-01 Social Services
11.07-02 Health and Safety Services
11.07-03 Educational Services
11.07-04 Recreational Services

11.08 Communications
11.08-01 Editing
11.08-02 Writing
11.08-03 Writing and Broadcasting
11.08-04 Translating and Interpreting

11.09 Promotion
11.09-01 Sales
11.09-02 Funds and Membership Solicitation
11.09-03 Public Relations

11.10 Regulations Enforcement
11.10-01 Finance
11.10-02 Individual Rights
11.10-03 Health and Safety
11.10-04 Immigration and Customs
11.10-05 Company Policy

11.11 Business Management
11.11-01 Lodging
11.11-02 Recreation and Amusement
11.11-03 Transportation
11.11-04 Services
11.11-05 Wholesale-Retail

11.12 Contracts and Claims
11.12-01 Claims Settlement
11.12-02 Rental and Leasing
11.12-03 Booking
11.12-04 Procurement Negotiations

12 Physical Performing

12.01 Sports
12.01-01 Coaching and Instructing
12.01-02 Officiating
12.01-03 Performing

12.02 Physical Feats
12.02-01 Performing

Summary List of Interest Areas, Work Groups, and Subgroups

01 Artistic

01.01 Literary Arts
01.01-01 Editing
01.01-02 Creative Writing
01.01-03 Critiquing

01.02 Visual Arts
01.02-01 Instructing and Appraising
01.02-02 Studio Art
01.02-03 Commercial Art

01.03 Performing Arts: Drama
01.03-01 Instructing and Directing
01.03-02 Performing
01.03-03 Narrating and Announcing

01.04 Performing Arts: Music
01.04-01 Instructing and Directing
01.04-02 Composing and Arranging
01.04-03 Vocal Performing
01.04-04 Instrumental Performing

01.05 Performing Arts: Dance
01.05-01 Instructing and Choreography
01.05-02 Performing

01.06 Craft Arts
01.06-01 Graphic Arts and Related Crafts
01.06-02 Arts and Crafts
01.06-03 Hand Lettering, Painting, and Decorating

01.07 Elemental Arts
01.07-01 Psychic Science
01.07-02 Announcing
01.07-03 Entertaining

01.08 Modeling
01.08-01 Personal Appearance

02 Scientific

02.01 Physical Sciences
02.01-01 Theoretical Research
02.01-02 Technology

02.02 Life Sciences
02.02-01 Animal Specialization
02.02-02 Plant Specialization
02.02-03 Plant and Animal Specialization
02.02-04 Food Research

02.03 Medical Sciences
02.03-01 Medicine and Surgery
02.03-02 Dentistry
02.03-03 Veterinary Medicine
02.03-04 Health Specialties

02.04 Laboratory Technology
02.04-01 Physical Sciences
02.04-02 Life Sciences

03 Plants and Animals

03.01 Managerial Work: Plants and Animals
03.01-01 Farming
03.01-02 Specialty Breeding
03.01-03 Specialty Cropping
03.01-04 Forestry and Logging

03.02 General Supervision: Plants and Animals
03.02-01 Farming
03.02-02 Forestry and Logging
03.02-03 Nursery and Groundskeeping
03.02-04 Services

03.03 Animal Training and Service
03.03-01 Animal Training
03.03-02 Animal Service

03.04 Elemental Work: Plants and Animals
03.04-01 Farming
03.04-02 Forestry and Logging
03.04-03 Hunting and Fishing
03.04-04 Nursery and Groundskeeping
03.04-05 Services

04 Protective

04.01 Safety and Law Enforcement
04.01-01 Managing
04.01-02 Investigating

04.02 Security Services
04.02-01 Detention
04.02-02 Property and People
04.02-03 Law and Order
04.02-04 Emergency Responding

05 Mechanical

05.01 Engineering
05.01-01 Research
05.01-02 Environmental Protection
05.01-03 Systems Design
05.01-04 Testing and Quality Control
05.01-05 Sales Engineering
05.01-06 Work Planning and Utilization
05.01-07 Design
05.01-08 General Engineering

05.02 Managerial Work: Mechanical
05.02-01 Systems
05.02-02 Maintenance and Construction
05.02-03 Processing and Manufacturing
05.02-04 Communications
05.02-05 Mining, Logging, and Petroleum Production
05.02-06 Services
05.02-07 Materials Handling

05.03 Engineering Technology
05.03-01 Surveying
05.03-02 Drafting
05.03-03 Expediting and Coordinating
05.03-04 Petroleum
05.03-05 Electrical-Electronic
05.03-06 Industrial and Safety
05.03-07 Mechanical
05.03-08 Environmental Control
05.03-09 Packaging and Storing

05.04 Air and Water Vehicle Operation
05.04-01 Air
05.04-02 Water

05.05 Craft Technology
05.05-01 Masonry, Stone, and Brick Work
05.05-02 Construction and Maintenance
05.05-03 Plumbing and Pipefitting
05.05-04 Painting, Plastering, and Paperhanging
05.05-05 Electrical-Electronic Systems Installation and Repair
05.05-06 Metal Fabrication and Repair
05.05-07 Machining
05.05-08 Woodworking
05.05-09 Mechanical Work
05.05-10 Electrical-Electronic Equipment Repair
05.05-11 Scientific, Medical, and Technical Equipment Fabrication and Repair
05.05-12 Musical Instrument Fabrication and Repair

05.05-13 Printing
05.05-14 Gem Cutting and Finishing
05.05-15 Custom Sewing, Tailoring, and Upholstering
05.05-16 Dyeing
05.05-17 Food Preparation

05.06 Systems Operation
05.06-01 Electricity Generation and Transmission
05.06-02 Stationary Engineering
05.06-03 Oil, Gas, and Water Distribution
05.06-04 Processing

05.07 Quality Control
05.07-01 Structural
05.07-02 Mechanical
05.07-03 Electrical
05.07-04 Environmental
05.07-05 Petroleum
05.07-06 Logging and Lumber

05.08 Land and Water Vehicle Operation
05.08-01 Truck Driving
05.08-02 Rail Vehicle Operation
05.08-03 Services Requiring Driving
05.08-04 Boat Operation

05.09 Materials Control
05.09-01 Shipping, Receiving, and Stock Checking
05.09-02 Estimating, Scheduling, and Record Keeping
05.09-03 Verifying, Recording, and Marking

05.10 Crafts
05.10-01 Structural
05.10-02 Mechanical
05.10-03 Electrical-Electronic
05.10-04 Structural-Mechanical-Electrical-Electronic
05.10-05 Reproduction
05.10-06 Blasting
05.10-07 Painting, Dyeing, and Coating
05.10-08 Food Preparation
05.10-09 Environmental

05.11 Equipment Operation
05.11-01 Construction
05.11-02 Mining and Quarrying
05.11-03 Drilling and Oil Exploration
05.11-04 Materials Handling

05.12 Elemental Work: Mechanical
05.12-01 Supervision
05.12-02 Mining, Quarrying, Drilling
05.12-03 Loading, Moving
05.12-04 Hoisting, Conveying
05.12-05 Braking, Switching, and Coupling
05.12-06 Pumping
05.12-07 Crushing, Mixing, Separating, and Chipping
05.12-08 Lubricating
05.12-09 Masonry
05.12-10 Heating and Melting
05.12-11 Welding
05.12-12 Structural Work
05.12-13 Cutting and Finishing
05.12-14 Painting, Caulking, and Coating
05.12-15 Mechanical Work
05.12-16 Electrical Work
05.12-17 Food Preparation
05.12-18 Cleaning and Maintenance
05.12-19 Reproduction Services
05.12-20 Signalling

06 Industrial

06.01 Production Technology
06.01-01 Supervision and Instruction
06.01-02 Machine Set-Up
06.01-03 Machine Set-Up and Operation
06.01-04 Precision Hand Work
06.01-05 Inspection

06.02 Production Work
06.02-01 Supervision
06.02-02 Machine Work, Metal and Plastics
06.02-03 Machine Work, Wood
06.02-04 Machine Work, Paper
06.02-05 Machine Work, Leather and Fabrics
06.02-06 Machine Work, Textiles
06.02-07 Machine Work, Rubber
06.02-08 Machine Work, Stone, Clay, and Glass
06.02-09 Machine Work, Assorted Materials
06.02-10 Equipment Operation, Metal Processing
06.02-11 Equipment Operation, Chemical Processing
06.02-12 Equipment Operation, Petroleum Processing
06.02-13 Equipment Operation, Rubber, Plastics, and Glass Processing
06.02-14 Equipment Operation, Paper and Paper Products Processing
06.02-15 Equipment Operation, Food Processing
06.02-16 Equipment Operation, Textile, Fabric, and Leather Processing
06.02-17 Equipment Operation, Clay and Coke Processing
06.02-18 Equipment Operation, Assorted Materials Processing
06.02-19 Equipment Operation, Welding, Brazing, and Soldering
06.02-20 Machine Assembling
06.02-21 Coating and Plating
06.02-22 Manual Work, Assembly Large Parts
06.02-23 Manual Work, Assembly Small Parts
06.02-24 Manual Work, Metal and Plastics
06.02-25 Manual Work, Wood
06.02-26 Manual Work, Paper
06.02-27 Manual Work, Textile, Fabric, and Leather
06.02-28 Manual Work, Food Processing
06.02-29 Manual Work, Rubber
06.02-30 Manual Work, Stone, Glass, and Clay
06.02-31 Manual Work, Laying Out and Marking
06.02-32 Manual Work, Assorted Materials

06.03 Quality Control
06.03-01 Inspecting, Testing, and Repairing
06.03-02 Inspecting, Grading, Sorting, Weighing, and Recording

06.04 Elemental Work: Industrial
06.04-01 Supervision
06.04-02 Machine Work, Metal and Plastics
06.04-03 Machine Work, Wood
06.04-04 Machine Work, Paper
06.04-05 Machine Work, Fabric and Leather
06.04-06 Machine Work, Textiles
06.04-07 Machine Work, Rubber
06.04-08 Machine Work, Stone, Glass, and Clay
06.04-09 Machine Work, Assorted Materials
06.04-10 Equipment Operation, Metal Processing
06.04-11 Equipment Operation, Chemical Processing
06.04-12 Equipment Operation, Petroleum, Gas, and Coal Processing
06.04-13 Equipment Operation, Rubber, Plastics, and Glass Processing
06.04-14 Equipment Operation, Paper Making
06.04-15 Equipment Operation, Food Processing

APPENDIX B

USES Interest Check List

and

Instructions for Administering

and Using the USES

Interest Check List

Instructions For
Administering and Using
The Interest Check List
1979

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
Washington, D.C. 20213

Introduction

The Interest Check List (ICL) is a technique developed to help the counselor identify the counselee's occupational interests. It is especially useful with counselees who have no definite, stated work interests or who are not aware of the variety of jobs and occupational fields that exist. No score is obtained from the Check List. It is not a test, but rather a counseling aid. It is an exploratory device from which the counselor and counselee can investigate together the range of vocational interests of the counselee.

Earlier editions of the ICL were related to previously used classification structures of the USES *Dictionary of Occupational Titles* (DOT). The 1979 edition of the ICL is designed for use with the occupational classification structure of the new USES *Guide for Occupational Exploration*. The *Guide* contains all 4th edition DOT-defined occupations (except military) organized according to an interest-oriented structure developed specifically for use in vocational counseling. By utilizing the *Guide's* descriptions of Interest Areas and the Work Groups, the counselor will be able to assist the counselee to understand his/her occupational interests. But even more important, the *Guide* will be useful for additional occupational exploration focused on those Work Groups where interests seem strongest. Suggestions for using the *Guide* in career exploration and occupational choice appear in Chapter II of that publication.

The 1979 edition of the ICL was developed by the California Test Research Field Center, with general guidance from the Testing Division of the U.S. Employment Service.

Content

The ICL consists of 210 work activity statements representing the broad range of activities in the American economy. These items were selected to reflect a sampling of jobs found in the 66 Work Groups described in the *Guide for Occupational Exploration*. Sixty-two of the Work Groups are represented by three work activities. The other four Work Groups are each represented by six work activities. Additional items were necessary in these cases to insure adequate coverage of the varied activities in these populous and important Work Groups.

The four-digit codes appearing on the ICL refer to the coding structure of the *Guide for Occupational Exploration*. The first two digits represent the Interest Areas (01 through 12) into which all occupations have been allocated. The last two digits identify a particular Work Group within an Interest Area (e.g. 02.01 Physical Science, within Interest Area 02 Scientific). Thus, each set of work activity statements in the ICL is associated with a four-digit code corresponding to one of the 66 Work Groups in the *Guide*. Note that the ICL item sets are arranged in order of four-digit code.

Administration

The Interest Check List is self-administering. Directions in the ICL explain how to make responses. Average time to complete the ICL is approximately 25 minutes.

The following steps are suggested in administering the ICL:

- Explain to the counselee(s) the purpose of the ICL and the fact that it is not a test—that there are no right or wrong answers.
- Ask the counselee to print name, date, and address (name of school, if a student) in the space provided on the face sheet.
- Have the counselee read the directions silently. Ask if there are any questions. Be sure that the counselee understands the purpose of the ICL and how to make the responses, including double checking at least five activities most liked. Observe the first few responses to the items to make sure the directions are being followed.
- Explain that there is no time limit, but that too much time should not be spent on any one item, since a person's first reaction usually gives a better picture of interest than a carefully thought-out response. Caution the counselee not to consult others in making a choice.

Completed ICLs should be returned to the counselor for interpretation.

Suggestions for Use in Counseling

An advantage of a nonscorable check list format for an interest inventory is that it permits a joint counselor-counselee exploration in some depth of the specific responses on the check list. The better understanding of the basis for and strength of the counselee's interests achieved through these discussions will help insure more realistic interpretations and will help determine the appropriate di-

rections of occupational exploration. The following suggested approach involves counselor-counselee exploration of item responses and an interpretation of results in terms of Interest Areas and Work Groups in the *Guide for Occupational Exploration.*

Discuss "liked" activities with the counselee to be certain that they represent *true* vocational interests and *not* interests based solely on such factors as pay rate or glamorous nature of the job. First, discuss the items double checked as "most liked." Then review other items checked as "liked", particularly where there is a concentration of checks within a Work Group (four digits) or Interest Area (first two digits). It is important to discuss *what* is liked about the activities and *why* they are liked, and to explore relationships between "liked" activities in order to determine possible patterns of the strongest interests. Discuss with the counselee whether he/she had actual work experience, leisure time activities, schooling or hearsay information related to the activity and whether the counselee is interested in investigating the job possibilities for that activity or other activities in that occupational field. Interests given the greatest consideration should be those which reflect a desire to participate in the activity, rather than be an observer.

Negative interests ("disliked" activities) may also be significant, particularly when they have a bearing on the formation of the vocational plan. Activities that are disliked should usually be eliminated from consideration. However, disliked activities should be explored when the counselee has had definite work experience or training involving these activities. In these instances the counselor should attempt to find out *why* the activities are disliked. Responses checked as uncertain (?) might also be explored in activities where the counselee has had work experience or training.

The counselor-counselee discussions will help resolve ambiguities and inconsistencies in ICL responses and obtain a clearer picture of the general range and strength of interests underlying the responses. As a result, the counselor and counselee, working together, should be able to identify (1) the Work Groups which appear to represent the major occupational interests of the counselee and (2) the Interest Area (s) with greatest Work Group representation.

The next step involves enabling the counselee to obtain a better understanding of the Interest Areas and Work Groups and assisting him/her to explore further the Work Groups of major interest. This can be done by following the procedures described in Chapter II of the *Guide for Occupational Exploration,* under the heading "Use of the *Guide* in Career Exploration".

A consideration of a counselee's interests is only one factor in the development of a vocational plan. Aptitude, education, job training, personal traits, physical capacities, financial considerations, as well as job requirements and employment opportunities are other important factors. The vocational plan should represent the best reconciliation of all facts by the counselee.

Interest Check List

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
1979

Name _____

Address or School _____

_____

_____ Date _____

It is important to all of us that we like our jobs; doing so will increase our chances of success.

This Interest Check List may help you decide what kinds of work you would like to do. It lists activities that are found in a broad range of industries and occupations in the United States today.

Read each of the statements carefully. If you think you would "like" to do this kind of activity, make a check ✓ under the "L"; if you "don't like" the activity, make a ✓ under the "D"; if you are not certain whether you would like the activity or not, make a ✓ under the "?". After you have checked each activity, go back and double check ✓✓ at least *five* activities that you think you would like most to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. Check the "?" *only* when you cannot decide whether you would like or dislike the activity, or when you do not know what the activity is.

There are no right or wrong answers. Check each activity according to how *you* feel about it. The more the counselor knows about your likes and dislikes, the more he or she will be able to help you in thinking about a career.

Now turn the page and begin.

Read each of the items below and indicate how you feel about the activity described by placing a check √ under

L (Like)	? (Uncertain)	D (Dislike)

		L	?	D
01.01	Write short stories or articles			
	Edit work of writers			
	Write reviews of books or plays			
01.02	Teach classes in oil painting			
	Carve figures of people or animals			
	Design artwork for magazines			
01.03	Direct plays			
	Perform magic tricks in a theater			
	Announce radio or television programs			
01.04	Conduct a symphony orchestra			
	Compose or arrange music			
	Play a musical instrument			
01.05	Create routines for professional dancers			
	Dance in a variety show			
	Teach modern dance			
01.06	Restore damaged works of art			
	Carve designs in wooden blocks for printing greeting cards			
	Design and paint signs			
01.07	Analyze handwriting and appraise personality			
	Introduce acts in a circus			
	Guess weight of people at a carnival			
01.08	Model clothing for customers			
	Pose for a fashion photographer			
	Be a stand-in for a television star			
02.01	Develop chemical processes to solve technical problems			
	Analyze data on weather conditions			
	Develop methods to control air or water pollution			
02.02	Study causes of animal diseases			
	Develop methods for growing better crops			
	Develop new techniques to process foods			
02.03	Examine teeth and treat dental problems			
	Diagnose and treat sick animals			
	Give medical treatment to people			
02.04	Prepare medicines according to prescription			
	Study blood samples using a microscope			
	Test ore samples for gold or silver content			
03.01	Manage a beef or dairy ranch			
	Operate a commercial fish farm			
	Manage the use and development of forest lands			

		L	?	D
03.02	Supervise farm workers			
	Supervise a logging crew			
	Supervise a park maintenance crew			
03.03	Train horses for racing			
	Feed and care for animals in a zoo			
	Bathe and groom dogs			
03.04	Pick vegetables on a farm			
	Catch fish as a member of a fishing crew			
	Trim branches and limbs from trees			
04.01	Direct police activities			
	Issue tickets to speeding motorists			
	Enforce fish and game laws			
04.02	Guard inmates in a prison			
	Guard money in an armored car			
	Fight fires to protect life and property			
05.01	Plan and design roads and bridges			
	Design electrical equipment			
	Plan construction of a water treatment plant			
05.02	Direct operations of a power plant			
	Direct construction of buildings			
	Supervise operations of a coal mine			
05.03	Survey land to determine boundaries			
	Make drawings of equipment for technical manuals			
	Operate a radio transmitter			
	Design and draft master drawings of automobiles			
	Direct air traffic from an airport control tower			
	Conduct water pollution tests			
05.04	Pilot a commercial aircraft			
	Operate a ferry boat			
	Be captain of an oil tanker			
05.05	Build frame houses			
	Make and repair dentures			
	Prepare and cook food in a restaurant			
	Plan, install and repair electrical wiring			
	Repair and overhaul automobiles			
	Set up and operate printing equipment			
05.06	Operate generators at an electric plant			
	Operate boilers to heat a building			
	Operate water purification equipment			
05.07	Inspect fire-fighting equipment			
	Inspect aircraft for mechanical safety			
	Grade logs for size and quality			

Go on to the next page

		L	?	D
05.08	Drive a tractor-trailer truck			
	Operate a locomotive			
	Operate a motorboat to carry passengers			
05.09	Prepare items for shipment and keep records			
	Receive, store and issue merchandise			
	Record amount and kind of cargo on ships			
05.10	Develop film to produce negatives or prints			
	Repair small electrical appliances			
	Paint houses			
05.11	Operate a bulldozer to move earth			
	Operate a crane to move materials			
	Operate an oil drilling rig			
05.12	Recap automobile tires			
	Operate a duplicating or copying machine			
	Clean and maintain office buildings			
06.01	Set up and operate a lathe to cut and form metal			
	Drill tiny holes in industrial diamonds			
	Hand polish optical lenses			
06.02	Operate a drill press			
	Operate a power saw in a woodworking factory			
	Assemble refrigerators and stoves in a factory			
	Operate a power sewing machine to make clothing			
	Operate a dough-mixing machine for making bread			
	Assemble electronic components			
06.03	Inspect bottles for defects			
	Sort fruit according to size			
	Test electronic parts before shipment			
06.04	Operate a grinding machine in a factory			
	Work on a factory assembly line			
	Operate a machine that fills containers			
	Hand package materials and products			
	Assemble parts to make venetian blinds			
	Drive a fork-lift truck to move materials in a factory			
07.01	Take dictation, type and handle business details			
	Search records to verify land ownership			
	Maintain records on real estate sales			
07.02	Maintain charge account records			
	Keep time card records			
	Compute average weekly production from daily records			
07.03	Receive and pay out money in a bank			
	Sell tickets at places of entertainment			
	Operate a cash register in a grocery store			

		L	?	D
07.04	Answer questions at an information counter			
	Operate a telephone switchboard			
	Interview persons wanting to open checking accounts			
07.05	Check typewritten material for errors			
	Compile and maintain employee records			
	Deliver mail to homes and businesses			
07.06	Type letters and reports			
	Operate a computer typewriter to send or receive information			
	Operate a billing machine to prepare customer bills			
07.07	File office correspondence			
	Locate and replace library books on shelves			
	Handstamp return addresses on envelopes			
08.01	Sell telephone and other communication equipment			
	Sell newspaper advertising space			
	Select and buy fruits and vegetables for resale			
08.02	Sell automobiles			
	Demonstrate products at a trade exhibit			
	Sell articles at auction to highest bidder			
08.03	Sell merchandise from door to door			
	Sell candy and popcorn at sports events			
	Persuade night club customers to pose for pictures			
09.01	Supervise activities of children at vacation camp			
	Greet and seat customers in a restaurant			
	Serve meals and beverages to airline passengers			
09.02	Give haircuts			
	Style, dye and wave hair			
	Give scalp-conditioning treatments			
09.03	Drive a bus			
	Drive a taxi cab			
	Teach automobile driving skills			
09.04	Wait on tables in a restaurant			
	Park automobiles			
	Cash checks and give information to customers			
09.05	Check passenger baggage			
	Help hotel guests get taxi cabs			
	Operate a carnival ride			
10.01	Plan and carry out religious activities			
	Work with juveniles on probation			
	Help people with personal or emotional problems			

Go on to the next page

		L	?	D
10.02	Provide nursing care to hospital patients			
	Plan and give physical therapy treatment to patients			
	Teach the blind to read braille			
10.03	Give hearing tests			
	Care for children in an institution			
	Prepare patients for examination by a physician			
11.01	Plan and write computer programs to help solve scientific problems			
	Plan collection and analysis of statistical data			
	Apply knowledge of statistics to set insurance rates			
11.02	Teach courses in high school			
	Teach vocational education courses			
	Manage the library program for a community			
11.03	Do research to develop new teaching methods			
	Do research to understand social problems			
	Review and analyze economic data			
11.04	Serve as a court judge			
	Advise clients on legal matters			
	Settle wage disputes between labor and management			
11.05	Manage a department of a large company			
	Plan and direct work of a government office			
	Purchase supplies and equipment for a large firm			
11.06	Examine financial records to determine tax owed			
	Approve or disapprove requests for bank loans			
	Buy and sell stocks and bonds for clients			

		L	?	D
11.07	Direct administration of a large hospital			
	Serve as principal of a school			
	Direct operations of a museum			
11.08	Write news stories for publication or broadcast			
	Broadcast news over radio or television			
	Direct operations of a newspaper			
11.09	Plan advertising programs for an organization			
	Direct fund raising for a non-profit organization			
	Lobby for or against proposed legislation			
11.10	Direct investigations to enforce banking laws			
	Inspect work areas to detect unsafe working conditions			
	Inspect cargo to enforce customs laws			
11.11	Manage a hotel or motel			
	Direct activities of a branch office of an insurance company			
	Manage a grocery, clothing or other retail store			
11.12	Investigate and settle insurance claims			
	Obtain leases for outdoor advertising sites			
	Sign entertainers to theater or concert contracts			
12.01	Manage a professional baseball team			
	Referee sporting events			
	Drive in automobile races			
12.02	Perform as a trapeze artist in a circus			
	Perform stunts for movie or television scenes			
	Perform juggling feats			

NOW, GO BACK AND DOUBLECHECK AT LEAST FIVE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO

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